



Curriculum Overview 2025/ 2026

Textiles Department

Department	Textiles
Head of Faculty	Lauren Relf
Subject Lead	Scott Rayfield i/c
Department Members	Elizabeth Prince
Accommodation and Resources	Y4

<u>Curriculum Intent</u>	<p>In the Textile curriculum, we aim to introduce students to a wide range of skills and techniques that will enable them to access the curriculum, equipping them with skills and understanding in the basic concepts governing the use of different media. This is taught through first-hand experience of handling different media and materials and through demonstrations and videos. Where possible we relate projects to the work of others in order to develop the students' broad understanding of the meaning, significance and contribution of art, and textile design within both contemporary cultures and that of the past, encouraging students to take inspiration from these sources. We aim to develop the students' ability to be able to communicate opinions about their own and others' work and to be able to express ideas, concepts with growing maturity. Through the making of images and artefacts, we aim to provide the students with the means to make</p>
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concrete their observations and responses to an ever changing world they find themselves in.

Curriculum Implementation

Key Stage 3:

What my child will learn in Year 7

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Year 7 Textile - Introduction to textiles and Kandinsky	Year 7 Textile - Introduction to textiles and Kandinsky	Year 7 Textile - Introduction to textiles and Kandinsky	Year 7 Textile - Introduction to textiles and Kandinsky	Year 7 Textile - Introduction to textiles and Kandinsky	Year 7 Textile - Introduction to textiles and Kandinsky
Previous knowledge recalled	KS2 possible hand sewing knowledge	Understanding of how to be safe in the environment, developing textiles language of key items	Parts of the sewing machine	How to thread the machine successfully and all the steps involved, stitch guides	Knowledge of how to sew geometric shapes with sharp corners.	Knowledge of applique, and couching
New Knowledge	Health and Safety, and introduction to the subject	Parts of the sewing machine. Kandinsky artist	How to use the machine successfully and how to thread the machine, stitch	Textile techniques including couching and sewing geometric shapes with sharp	What is applique and how to successfully apply this knowledge in a sample	Create a sample including all the textiles techniques in the style of



		research looking at how he uses shape and colour	guides	corners		Kandinsky
Key Knowledge Assessment	Health and Safety Poster - teacher assessed	Correct Parts of the sewing machine - visually assessed	Threading up assessment - completed on the Year 7 assessment sheet after I've signed the off when competent, stitch guides self assessed	Couching and shapes samples using the right processes and stitches - Classmark/ Peer assessed	Applique samples with the correct stitches and technique. Classmark/ Peer assessed	Final sample will show influence of Kandinsky's shapes and colours combined with taught textile techniques Classmark/ Peer assessed
Links to literacy and numeracy	Tier 2 Formal Elements Line Shape Tone Form Colour Texture Pattern Design Structure Composition Technique Style Function Colour Creativity Wool	Tier 2 Formal Elements Line Shape Tone Form Colour Texture Pattern Design Structure Composition Technique	Tier 2 Formal Elements Line Shape Tone Form Colour Texture Pattern Design Structure Composition Technique	Tier 2 Formal Elements Line Shape Tone Form Colour Texture Pattern Design Structure Composition Technique	Tier 2 Formal Elements Line Shape Tone Form Colour Texture Pattern Design Structure Composition Technique	Tier 2 Formal Elements Line Shape Tone Form Colour Texture Pattern Design Structure Composition Technique



	<p>Thread</p> <p>Tier 3</p> <p>Numeracy Symmetry Perspective Scale Stitching Seam Embellishment Couching Applique Warp and weft Batik Composition Abstract</p>	<p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Tier 3</p> <p>Numeracy Symmetry Perspective Scale</p> <p>Stitching</p> <p>Seam</p> <p>Embellishment</p> <p>Couching</p> <p>Applique</p> <p>Warp and weft</p> <p>Batik</p> <p>Composition</p> <p>Abstract</p>	<p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Tier 3</p> <p>Numeracy Symmetry Perspective Scale</p> <p>Stitching</p> <p>Seam</p> <p>Embellishment</p> <p>Couching</p> <p>Applique</p> <p>Warp and weft</p> <p>Batik</p> <p>Composition</p> <p>Abstract</p>	<p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Tier 3</p> <p>Numeracy Symmetry Perspective Scale</p> <p>Stitching</p> <p>Seam</p> <p>Embellishment</p> <p>Couching</p> <p>Applique</p> <p>Warp and weft</p> <p>Batik</p> <p>Composition</p> <p>Abstract</p>	<p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Tier 3</p> <p>Numeracy Symmetry Perspective Scale</p> <p>Stitching</p> <p>Seam</p> <p>Embellishment</p> <p>Couching</p> <p>Applique</p> <p>Warp and weft</p> <p>Batik</p> <p>Composition</p> <p>Abstract</p>	<p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Tier 3</p> <p>Numeracy Symmetry Perspective Scale</p> <p>Stitching</p> <p>Seam</p> <p>Embellishment</p> <p>Couching</p> <p>Applique</p> <p>Warp and weft</p> <p>Batik</p> <p>Composition</p> <p>Abstract</p>
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Extra-Curricular opportunities	<p>Textiles club</p> <p>Project based homeworks</p>					
Links to careers/ aspirations	<p>The aim of the Textiles curriculum is to develop students who can work independently and think for themselves to foster skills that don't tend to expire, such as critical thinking, people skills and problem solving skills. These are what further education providers and employers look for.</p> <p>A textile education contributes to the broad creative capital as we widen students' knowledge of the world around them by asking for them to really look.</p>					



What my child will learn in Year 9

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Year 9 Bags - Sustainability	Year 9 Bags - Sustainability	Year 9 Bags - Sustainability	Year 9 Bags - Sustainability	Year 9 Bags - Sustainability	Year 9 Bags - Sustainability
Previous knowledge recalled	Knowledge of: Health and safety, Parts of the machine and how to thread up, textile techniques, including couching and applique	Design ideas - clear plan for project Couching	6 R's of sustainability using design ideas to inform decisions	using design ideas to inform decisions Applique	using design ideas to inform decisions How to use textiles techniques to create a final piece	Upcycling, bag construction and pattern piecing to create a final product
New Knowledge	Designing with a specification	Using a design to create a couching piece 6 R's of sustainability	Biro on calico complex applique using a design idea and pattern piece	Sublimation print Batik Fabric Pens	Upcycling - definition and artist links	Bag construction Making handles and a drawstring
Key Knowledge Assessment	Does the design fit the brief? Verbally assessed and self	Has couching been done with the right stitch?	Have students understood how to use applique to create	Have they understood the safety risks with batik, and followed the steps to create a	Upcycling poster based on artist	Have they made a bag with handles or a drawstring? Does it



Extra-Curricular opportunities	<ul style="list-style-type: none"> ● Textiles club ● Project based homeworks 					
Links to careers/ aspirations	<p>The aim of the Textiles curriculum is to develop students who can work independently and think for themselves to foster skills that don't tend to expire, such as;</p> <ul style="list-style-type: none"> ● critical thinking, ● people skills ● problem solving skills. ● creativity <p>These are what further education providers and employers look for.</p> <p>Textile education contributes to the broad creative capital as we widen students' knowledge of the world around them by asking for them to really look.</p>					
Links to our Fulston FAMILY values	<p>Fortitude</p> <ul style="list-style-type: none"> ● Encourages students to persevere through challenges and setbacks in their textile creative endeavours. ● Instil a sense of resilience and determination, vital qualities for tackling complex textile projects, and learning the complexities of the sewing machine ● Promotes the idea of pushing creative boundaries and embracing textile experimentation. 					



Ambition

- Inspires students to set ambitious artistic goals and strive for excellence in their work.
- Encourages the pursuit of innovative and imaginative ideas in textile projects.
- Fosters a sense of motivation to continuously improve artistic skills and techniques.

Mindful

- Emphasises the importance of being present and fully engaged in the textile making process.
- Encourages students to observe, reflect, and express their thoughts and emotions through their textile work.
- Promotes mindfulness as a tool for enhancing creativity and self-expression.

Integrity

- Teaches students to approach their textiles work with honesty and authenticity, expressing their true thoughts and feelings.
- Emphasises the ethical considerations related to textiles, such as respecting intellectual property, cultural sensitivity, and sustainability.
- Encourages responsible use of materials and resources in the creation of textiles. Using sustainable materials when possible

Leadership



- Promotes the development of leadership skills within collaborative textile projects.
- Encourages students to take initiative, guide group discussions, and contribute innovative ideas.
- Fosters a sense of responsibility for one's creative choices and impact on the creative community.

Young Citizen

- Cultivates a sense of responsibility and awareness of how textiles can contribute positively to society.
- Encourages students to explore themes of social justice, diversity, and inclusivity through their textiles work.
- Inspires a sense of civic engagement through textile projects that address community issues and concerns.



What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	The Human Body	The Human Body	The Human Body	Personal investigation (NEA)	Personal investigation (NEA)	Personal investigation (NEA)
Previous knowledge recalled	KS3 and textiles club	textile techniques, and AO1-4, artist research	textile techniques, and AO1-4 artist research	textile techniques, and AO1-4, design ideas	textile techniques, and AO1-4, design ideas	textile techniques, and AO1-4, design ideas,
New Knowledge	<ul style="list-style-type: none"> •Refinement/consolidation of sewing skills. •Development and expansion of textiles techniques. •Contextual appreciation and critical annotations. 	<ul style="list-style-type: none"> •Refinement/consolidation of sewing skills. •Development and expansion of textiles techniques. •Contextual appreciation and critical annotations. 	<ul style="list-style-type: none"> • Refine sewing skills through the use of different textiles techniques . •Research and analyse how artists and designers have been inspired by the human body 	<ul style="list-style-type: none"> • Refine sewing skills through the use of different textiles techniques . •Research and analyse how artists and designers have been inspired by the human body 	<ul style="list-style-type: none"> •To choose from one of the themes to develop a sustained project. To develop work for the sustained project. •Exploration and experimentation of media and techniques. •Contextual research and critical annotations 	Continuation from term 5. <ul style="list-style-type: none"> •PPE based on chosen theme. •Exploration and experimentation of media and techniques. •Contextual research and critical annotations.
Key Knowledge Assessment	1:1 discussion and verbal feedback, written assessment Coverage of Assessment	1:1 discussion and verbal feedback, written assessment Coverage of Assessment	1:1 discussion and verbal feedback, written assessment Coverage of Assessment Objectives	1:1 discussion and verbal feedback, Coverage of Assessment Objectives	1:1 discussion and verbal feedback, Coverage of Assessment Objectives 1 - 4	1:1 discussion and verbal feedback, Coverage of Assessment Objectives



	<p>Objectives 1 - 4</p> <p>Development of Ideas</p> <p>AD: Through sustained and focused investigation informed by questioning and creative thinking, identifying and using appropriate resources, media, materials, techniques and processes, making original ideas and concepts.</p> <p>AD: Through observation and insights relevant to materials, reflecting on work and progress.</p> <p>AD: Through sustained and focused investigation that explores materials and their properties, makes connections between their own and other students.</p>	<p>Objectives 1 - 4</p> <p>Development of Ideas</p> <p>AD: Through sustained and focused investigation informed by questioning and creative thinking, identifying and using appropriate resources, media, materials, techniques and processes, making original ideas and concepts.</p> <p>AD: Through observation and insights relevant to materials, reflecting on work and progress.</p> <p>AD: Through sustained and focused investigation that explores materials and their properties, makes connections between their own and other students.</p>	<p>1 - 4</p> <p>Development of Ideas</p> <p>AD: Through sustained and focused investigation informed by questioning and creative thinking, identifying and using appropriate resources, media, materials, techniques and processes, making original ideas and concepts.</p> <p>AD: Through observation and insights relevant to materials, reflecting on work and progress.</p> <p>AD: Through sustained and focused investigation that explores materials and their properties, makes connections between their own and other students.</p>	<p>1 - 4</p> <p>Development of Ideas</p> <p>AD: Through sustained and focused investigation informed by questioning and creative thinking, identifying and using appropriate resources, media, materials, techniques and processes, making original ideas and concepts.</p> <p>AD: Through observation and insights relevant to materials, reflecting on work and progress.</p> <p>AD: Through sustained and focused investigation that explores materials and their properties, makes connections between their own and other students.</p>	<p>Development of Ideas</p> <p>AD: Through sustained and focused investigation informed by questioning and creative thinking, identifying and using appropriate resources, media, materials, techniques and processes, making original ideas and concepts.</p> <p>AD: Through observation and insights relevant to materials, reflecting on work and progress.</p> <p>AD: Through sustained and focused investigation that explores materials and their properties, makes connections between their own and other students.</p>	<p>1 - 4</p> <p>Development of Ideas</p> <p>AD: Through sustained and focused investigation informed by questioning and creative thinking, identifying and using appropriate resources, media, materials, techniques and processes, making original ideas and concepts.</p> <p>AD: Through observation and insights relevant to materials, reflecting on work and progress.</p> <p>AD: Through sustained and focused investigation that explores materials and their properties, makes connections between their own and other students.</p>
<p>Links to literacy and numeracy</p>	<p>Tier 2</p> <p>Texture</p> <p>Pattern</p> <p>Design</p> <p>Structure</p> <p>Composition</p> <p>Technique</p> <p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Quality</p> <p>Fashion</p> <p>Sustainability</p>	<p>Tier 2</p> <p>Texture</p> <p>Pattern</p> <p>Design</p> <p>Structure</p> <p>Composition</p> <p>Technique</p> <p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Quality</p> <p>Fashion</p> <p>Sustainability</p>	<p>Tier 2</p> <p>Texture</p> <p>Pattern</p> <p>Design</p> <p>Structure</p> <p>Composition</p> <p>Technique</p> <p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Quality</p> <p>Fashion</p> <p>Sustainability</p>	<p>Tier 2</p> <p>Texture</p> <p>Pattern</p> <p>Design</p> <p>Structure</p> <p>Composition</p> <p>Technique</p> <p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Quality</p> <p>Fashion</p> <p>Sustainability</p>	<p>Tier 2</p> <p>Texture</p> <p>Pattern</p> <p>Design</p> <p>Structure</p> <p>Composition</p> <p>Technique</p> <p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Quality</p> <p>Fashion</p> <p>Sustainability</p>	<p>Tier 2</p> <p>Texture</p> <p>Pattern</p> <p>Design</p> <p>Structure</p> <p>Composition</p> <p>Technique</p> <p>Style</p> <p>Function</p> <p>Colour</p> <p>Creativity</p> <p>Wool</p> <p>Thread</p> <p>Quality</p> <p>Fashion</p> <p>Sustainability</p>



	Weaving Knitting Dyeing Printing Felting Patchwork Pattern drafting Garment construction Fabric manipulation	Weaving Knitting Dyeing Printing Felting Patchwork Pattern drafting Garment construction Fabric manipulation	Weaving Knitting Dyeing Printing Felting Patchwork Pattern drafting Garment construction Fabric manipulation	Weaving Knitting Dyeing Printing Felting Patchwork Pattern drafting Garment construction Fabric manipulation	Weaving Knitting Dyeing Printing Felting Patchwork Pattern drafting Garment construction Fabric manipulation	Weaving Knitting Dyeing Printing Felting Patchwork Pattern drafting Garment construction Fabric manipulation
Extra-Curricular opportunities	<p>Weekly workshop</p> <p>Workspace that can be used during break or lunch</p> <p>School holiday workshops</p> <p>Guest speakers in the creative industry.</p>					
Links to careers/aspirations	<p>The GCSE Textile in schools is instrumental in nurturing creativity and refining textiles skills among students. Beyond its focus on aesthetic expression, the curriculum establishes a vital link between academic learning and real-world careers. By offering comprehensive coursework, it not only develops artistic talent but also cultivates essential skills like critical thinking, problem-solving, and effective communication – qualities highly sought after in various professions. For those with aspirations in graphic design, architecture, fashion, or fine arts, the GCSE Art and Design curriculum provides a solid foundation, imparting technical expertise and a refined artistic sensibility. The emphasis on experimentation and exploration also fosters adaptability, a crucial trait in today's dynamic job market. Therefore, the GCSE Art and Design (textile) curriculum enriches students' educational experiences and serves as a stepping stone towards diverse and fulfilling professional pathways.</p>					
Links to our	Fortitude					



Fulston FAMILY values

- Encourages students to persevere through challenges and setbacks in their textile creative endeavours.
- Instil a sense of resilience and determination, vital qualities for tackling complex textile projects, and learning the complexities of the sewing machine
- Promotes the idea of pushing creative boundaries and embracing textile experimentation.

Ambition

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- Teaches students to approach their textiles work with honesty and authenticity, expressing their true thoughts and feelings.

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- Emphasises the ethical considerations related to textiles, such as respecting intellectual property, cultural sensitivity, and sustainability.
- Encourages responsible use of materials and resources in the creation of textiles. Using sustainable materials when possible

Leadership

- Promotes the development of leadership skills within collaborative textile projects.
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- Cultivates a sense of responsibility and awareness of how textiles can contribute positively to society.
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Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Personal investigation (NEA)	Personal investigation (NEA)	Exam Unit Component 2	Exam Unit Component 2	Exam Unit Component 2	
Previous knowledge recalled	To continue to use prior knowledge to complete project	To continue to use prior knowledge to Finish project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to Finish project	To continue to use prior knowledge to complete project	
New Knowledge	<ul style="list-style-type: none"> To develop work for the sustained project. Exploration and experimentation of media and techniques. Contextual research and critical annotations 	Continuation from term 1. <ul style="list-style-type: none"> PPE based on chosen theme. Exploration and experimentation of media and techniques. Contextual research and critical annotations. 	To plan and prepare for the GCSE exam. Students to choose an exam question as their starting point to their Externally set exam	Students working independently with 1: 1 discussion.	Student to plan for the 10 hour examination time	
Key Knowledge Assessment	Coverage of Assessment Objectives 1 - 4 Development of Ideas <small>Advise students to plan, control and record investigations informed by their own and other people's research, reflecting on their own and others' work, identifying variables and control variables.</small> <small>Advise students to select appropriate resources, media, materials, techniques and apparatus, recognising and reflecting on their own and others' work.</small> <small>Advise students to observe and reflect on their own and others' work, reflecting on their own and others' work.</small> <small>Advise students to evaluate and reflect on their own and others' work, reflecting on their own and others' work.</small>	Coverage of Assessment Objectives 1 - 4 Development of Ideas <small>Advise students to plan, control and record investigations informed by their own and other people's research, reflecting on their own and others' work, identifying variables and control variables.</small> <small>Advise students to select appropriate resources, media, materials, techniques and apparatus, recognising and reflecting on their own and others' work.</small> <small>Advise students to observe and reflect on their own and others' work, reflecting on their own and others' work.</small> <small>Advise students to evaluate and reflect on their own and others' work, reflecting on their own and others' work.</small>	Coverage of Assessment Objectives 1 - 4 Development of Ideas <small>Advise students to plan, control and record investigations informed by their own and other people's research, reflecting on their own and others' work, identifying variables and control variables.</small> <small>Advise students to select appropriate resources, media, materials, techniques and apparatus, recognising and reflecting on their own and others' work.</small> <small>Advise students to observe and reflect on their own and others' work, reflecting on their own and others' work.</small> <small>Advise students to evaluate and reflect on their own and others' work, reflecting on their own and others' work.</small>	Coverage of Assessment Objectives 1 - 4 Development of Ideas <small>Advise students to plan, control and record investigations informed by their own and other people's research, reflecting on their own and others' work, identifying variables and control variables.</small> <small>Advise students to select appropriate resources, media, materials, techniques and apparatus, recognising and reflecting on their own and others' work.</small> <small>Advise students to observe and reflect on their own and others' work, reflecting on their own and others' work.</small> <small>Advise students to evaluate and reflect on their own and others' work, reflecting on their own and others' work.</small>	Coverage of Assessment Objectives 1 - 4 Development of Ideas <small>Advise students to plan, control and record investigations informed by their own and other people's research, reflecting on their own and others' work, identifying variables and control variables.</small> <small>Advise students to select appropriate resources, media, materials, techniques and apparatus, recognising and reflecting on their own and others' work.</small> <small>Advise students to observe and reflect on their own and others' work, reflecting on their own and others' work.</small> <small>Advise students to evaluate and reflect on their own and others' work, reflecting on their own and others' work.</small>	



Links to literacy and numeracy	Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour Creativity Wool Thread Quality Fashion Sustainability Construction Upcycling Aesthetics Innovation	Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour Creativity Wool Thread Quality Fashion Sustainability Construction Upcycling Aesthetics Innovation	Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour Creativity Wool Thread Quality Fashion Sustainability Construction Upcycling Aesthetics Innovation	Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour Creativity Wool Thread Quality Fashion Sustainability Construction Upcycling Aesthetics Innovation	Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour Creativity Wool Thread Quality Fashion Sustainability Construction Upcycling Aesthetics Innovation	



	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing	
	Industry	Industry	Industry	Industry	Industry	
	Trend	Trend	Trend	Trend	Trend	
	Colour theory	Colour theory	Colour theory	Colour theory	Colour theory	
	Tier 3	Tier 3	Tier 3	Tier 3	Tier 3	
	Stitching	Stitching	Stitching	Stitching	Stitching	
	Seam	Seam	Seam	Seam	Seam	
	Embellishment	Embellishment	Embellishment	Embellishment	Embellishment	
	Couching	Couching	Couching	Couching	Couching	
	Applique	Applique	Applique	Applique	Applique	
	Warp and weft	Warp and weft	Warp and weft	Warp and weft	Warp and weft	
	Batik	Batik	Batik	Batik	Batik	
	Composition	Composition	Composition	Composition	Composition	
	Abstract	Abstract	Abstract	Abstract	Abstract	
	Biro	Biro	Biro	Biro	Biro	
	Quilting	Quilting	Quilting	Quilting	Quilting	
	Embroidery	Embroidery	Embroidery	Embroidery	Embroidery	
	Textile design	Textile design	Textile design	Textile design	Textile design	
	Weaving	Weaving	Weaving	Weaving	Weaving	
	Knitting	Knitting	Knitting	Knitting	Knitting	
	Dyeing	Dyeing	Dyeing	Dyeing	Dyeing	
	Printing	Printing	Printing	Printing	Printing	



	<p>Felting</p> <p>Patchwork</p> <p>Pattern drafting</p> <p>Garment construction</p> <p>Fabric manipulation</p>	<p>Felting</p> <p>Patchwork</p> <p>Pattern drafting</p> <p>Garment construction</p> <p>Fabric manipulation</p>	<p>Felting</p> <p>Patchwork</p> <p>Pattern drafting</p> <p>Garment construction</p> <p>Fabric manipulation</p>	<p>Felting</p> <p>Patchwork</p> <p>Pattern drafting</p> <p>Garment construction</p> <p>Fabric manipulation</p>	<p>Felting</p> <p>Patchwork</p> <p>Pattern drafting</p> <p>Garment construction</p> <p>Fabric manipulation</p>	
Extra-Curricular opportunities	<p>Weekly workshop</p> <p>Workspace that can be used during break or lunch</p> <p>School holiday workshops</p> <p>Guest speakers in the creative industry.</p>					
Links to careers/ aspirations	<p>The GCSE textiles in schools is instrumental in nurturing creativity and refining artistic skills among students. Beyond its focus on aesthetic expression, the curriculum establishes a vital link between academic learning and real-world careers. By offering comprehensive coursework, it not only develops artistic talent but also cultivates essential skills like critical thinking, problem-solving, and effective communication – qualities highly sought after in various professions. For those with aspirations in graphic design, architecture, fashion, or fine arts, the GCSE Art and Design (textiles) curriculum provides a solid foundation, imparting technical expertise and a refined artistic sensibility. The emphasis on experimentation and exploration also fosters adaptability, a crucial trait in today's dynamic job market. Therefore, the GCSE Art and Design curriculum enriches students' educational experiences and serves as a stepping stone towards diverse and fulfilling professional pathways.</p>					
Links to our Fulston FAMILY values	<p>Fortitude</p> <ul style="list-style-type: none"> Encourages students to persevere through challenges and setbacks in their textile creative endeavours. Instil a sense of resilience and determination, vital qualities for tackling complex textile projects, and learning the complexities of the sewing machine 					



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- Inspires a sense of civic engagement through textile projects that address community issues and concerns.

Extended Learning Opportunities for Key Stage 4

Guest Speakers:

- Arrangements are made for guest speakers, such as art historians, curators, or professional artists, to give talks or demonstrations.
- This provides students with diverse perspectives and insights into art, textile and design world.

Possible Extended Learning Opportunities for the future.



Artistic Workshops

- Invite local artists or textiles professionals to conduct workshops on specific techniques or styles.
- Explore different mediums such as knitting, crochet, or embroidery

Field Trips

- Visit art museums, galleries, or cultural institutions to expose students to diverse art forms and historical contexts.
- Explore outdoor locations for inspiration, such as botanical gardens, parks, or historical sites.

Key Stage 5:

What my child will learn in Year 12

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Experimentation Patterns in Nature	Experimentation/ Theme of Patterns in Nature	NEA Component 1	NEA Component 1	NEA Component 1	NEA Component 1
Previous knowledge recalled	GCSE	GCSE	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project
New Knowledge	Introduce sewing, and textiles techniques to students. Introduce	continue to build skills and prepare students for component one.	Understanding how to start a personal investigation and to	Lessons become more independent as students develop work for their	Extended writing development 1 - 3000 words to be completed over a 2 week period	Lessons become more independent as students develop work for their personal



	Thread	Thread	Thread	Thread	Thread	Thread
	Quality	Quality	Quality	Quality	Quality	Quality
	Fashion	Fashion	Fashion	Fashion	Fashion	Fashion
	Sustainability	Sustainability	Sustainability	Sustainability	Sustainability	Sustainability
	Construction	Construction	Construction	Construction	Construction	Construction
	Upcycling	Upcycling	Upcycling	Upcycling	Upcycling	Upcycling
	Aesthetics	Aesthetics	Aesthetics	Aesthetics	Aesthetics	Aesthetics
	Innovation	Innovation	Innovation	Innovation	Innovation	Innovation
	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing
	Industry	Industry	Industry	Industry	Industry	Industry
	Trend	Trend	Trend	Trend	Trend	Trend
	Colour theory	Colour theory	Colour theory	Colour theory	Colour theory	Colour theory
	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation
	Portfolio development	Portfolio development	Portfolio development	Portfolio development	Portfolio development	Portfolio development
	Exhibition	Exhibition	Exhibition	Exhibition	Exhibition	Exhibition
	Cultural significance	Cultural significance	Cultural significance	Cultural significance	Cultural significance	Cultural significance
	Historical context	Historical context	Historical context	Historical context	Historical context	Historical context
	Visual language	Visual language	Visual language	Visual language	Visual language	Visual language
	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
	Presentation techniques	Presentation techniques	Presentation techniques	Presentation techniques	Presentation techniques	Presentation techniques
	Tier 3	Tier 3	Tier 3	Tier 3	Tier 3	Tier 3
	Stitching	Stitching	Stitching	Stitching	Stitching	Stitching
	Seam	Seam	Seam	Seam	Seam	Seam



Extra-Curricular opportunities	<p>London Gallery and Museum trip</p> <p>Weekly workshop</p> <p>Workspace that can be used during independent study lessons</p> <p>School holiday workshops</p> <p>UCA workshop depending on availability.</p>					
Links to careers/ aspirations	<p>The aim of the textile curriculum is to develop students who can work independently and think for themselves to foster skills that don't tend to expire, such as critical thinking, people skills and problem solving skills. These are what further education providers and employers look for.</p> <p>Our rich and broad Textile curriculum contributes to the broad Cultural Capital as we widen students' knowledge of the world around them by asking for them to really look.</p> <p>A Level Textiles grades contribute to UCAS points.</p> <p>Degrees in different aspects of art are open to students who have studied Fine Art at A level.</p>					
Links to our Fulston FAMILY values	<p>Fortitude</p> <ul style="list-style-type: none"> Encourages students to persevere through challenges and setbacks in their textile creative endeavours. Instil a sense of resilience and determination, vital qualities for tackling complex textile projects, and learning the complexities of the sewing machine Promotes the idea of pushing creative boundaries and embracing textile experimentation. <p>Ambition</p>					



- Inspires students to set ambitious artistic goals and strive for excellence in their work.
- Encourages the pursuit of innovative and imaginative ideas in textile projects.
- Fosters a sense of motivation to continuously improve artistic skills and techniques.

Mindful

- Emphasises the importance of being present and fully engaged in the textile making process.
- Encourages students to observe, reflect, and express their thoughts and emotions through their textile work.
- Promotes mindfulness as a tool for enhancing creativity and self-expression.

Integrity

- Teaches students to approach their textiles work with honesty and authenticity, expressing their true thoughts and feelings.
- Emphasises the ethical considerations related to textiles, such as respecting intellectual property, cultural sensitivity, and sustainability.
- Encourages responsible use of materials and resources in the creation of textiles. Using sustainable materials when possible

Leadership

- Promotes the development of leadership skills within collaborative textile projects.



- Encourages students to take initiative, guide group discussions, and contribute innovative ideas.
- Fosters a sense of responsibility for one's creative choices and impact on the creative community.

Young Citizen

- Cultivates a sense of responsibility and awareness of how textiles can contribute positively to society.
- Encourages students to explore themes of social justice, diversity, and inclusivity through their textiles work.
- Inspires a sense of civic engagement through textile projects that address community issues and concerns.

What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	NEA Component 1	NEA Component 1	Finish NEA Component 1 PPE exam Start ESA Feb1st Component 2	ESA Component 2	ESA Component 2	



Previous knowledge recalled	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project	To continue to use prior knowledge to complete project			
New Knowledge	Students working independently with 1 on 1 discussion.	Students working independently with 1 on 1 discussion.	To plan and prepare for the PPE exam. Students to choose an exam question as their starting point to their ESA	Students working independently with 1 on 1 discussion.	Student to plan for the 15 hour examination time	
Key Knowledge Assessment	Coverage of Assessment Objectives 1 - 4 Development of Ideas AOL Through sustained and focused investigation informed by appropriate and relevant sources, demonstrating a critical and creative response. AOL Explore and select appropriate resources, media, materials, techniques and approaches, informed and guided by their intention. AOL Observe, experiment and reflect relevant to intention, reflecting on their work and progress. AOL Make connections and insights that inform intention and, where appropriate, make connections between their work and other artists.	Coverage of Assessment Objectives 1 - 4 Development of Ideas AOL Through sustained and focused investigation informed by appropriate and relevant sources, demonstrating a critical and creative response. AOL Explore and select appropriate resources, media, materials, techniques and approaches, informed and guided by their intention. AOL Observe, experiment and reflect relevant to intention, reflecting on their work and progress. AOL Make connections and insights that inform intention and, where appropriate, make connections between their work and other artists.	Coverage of Assessment Objectives 1 - 4 Development of Ideas AOL Through sustained and focused investigation informed by appropriate and relevant sources, demonstrating a critical and creative response. AOL Explore and select appropriate resources, media, materials, techniques and approaches, informed and guided by their intention. AOL Observe, experiment and reflect relevant to intention, reflecting on their work and progress. AOL Make connections and insights that inform intention and, where appropriate, make connections between their work and other artists.	Coverage of Assessment Objectives 1 - 4 Development of Ideas AOL Through sustained and focused investigation informed by appropriate and relevant sources, demonstrating a critical and creative response. AOL Explore and select appropriate resources, media, materials, techniques and approaches, informed and guided by their intention. AOL Observe, experiment and reflect relevant to intention, reflecting on their work and progress. AOL Make connections and insights that inform intention and, where appropriate, make connections between their work and other artists.	Coverage of Assessment Objectives 1 - 4 Development of Ideas AOL Through sustained and focused investigation informed by appropriate and relevant sources, demonstrating a critical and creative response. AOL Explore and select appropriate resources, media, materials, techniques and approaches, informed and guided by their intention. AOL Observe, experiment and reflect relevant to intention, reflecting on their work and progress. AOL Make connections and insights that inform intention and, where appropriate, make connections between their work and other artists.	
Links to literacy and numeracy	Complexity of how the language is used is more sophisticated and complex. Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour	Complexity of how the language is used is more sophisticated and complex. Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour	Complexity of how the language is used is more sophisticated and complex. Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour	Complexity of how the language is used is more sophisticated and complex. Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour	Complexity of how the language is used is more sophisticated and complex. Tier 2 Texture Pattern Design Structure Composition Technique Style Function Colour	



	Creativity	Creativity	Creativity	Creativity	Creativity	
	Wool	Wool	Wool	Wool	Wool	
	Thread	Thread	Thread	Thread	Thread	
	Quality	Quality	Quality	Quality	Quality	
	Fashion	Fashion	Fashion	Fashion	Fashion	
	Sustainability	Sustainability	Sustainability	Sustainability	Sustainability	
	Construction	Construction	Construction	Construction	Construction	
	Upcycling	Upcycling	Upcycling	Upcycling	Upcycling	
	Aesthetics	Aesthetics	Aesthetics	Aesthetics	Aesthetics	
	Innovation	Innovation	Innovation	Innovation	Innovation	
	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing	
	Industry	Industry	Industry	Industry	Industry	
	Trend	Trend	Trend	Trend	Trend	
	Colour theory	Colour theory	Colour theory	Colour theory	Colour theory	
	Interpretation	Interpretation	Interpretation	Interpretation	Interpretation	
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	Visual language	Visual language	Visual language	Visual language	Visual language	
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	Tier 3	Tier 3	Tier 3	Tier 3	Tier 3	



	Stitching	Stitching	Stitching	Stitching	Stitching	
	Seam	Seam	Seam	Seam	Seam	
	Embellishment	Embellishment	Embellishment	Embellishment	Embellishment	
	Couching	Couching	Couching	Couching	Couching	
	Applique	Applique	Applique	Applique	Applique	
	Warp and weft	Warp and weft	Warp and weft	Warp and weft	Warp and weft	
	Batik	Batik	Batik	Batik	Batik	
	Composition	Composition	Composition	Composition	Composition	
	Abstract	Abstract	Abstract	Abstract	Abstract	
	Biro	Biro	Biro	Biro	Biro	
	Quilting	Quilting	Quilting	Quilting	Quilting	
	Embroidery	Embroidery	Embroidery	Embroidery	Embroidery	
	Textile design	Textile design	Textile design	Textile design	Textile design	
	Weaving	Weaving	Weaving	Weaving	Weaving	
	Knitting	Knitting	Knitting	Knitting	Knitting	
	Dyeing	Dyeing	Dyeing	Dyeing	Dyeing	
	Printing	Printing	Printing	Printing	Printing	
	Felting	Felting	Felting	Felting	Felting	
	Patchwork	Patchwork	Patchwork	Patchwork	Patchwork	
	Pattern drafting	Pattern drafting	Pattern drafting	Pattern drafting	Pattern drafting	
	Garment construction	Garment construction	Garment construction	Garment construction	Garment construction	
	Fabric manipulation	Fabric manipulation	Fabric manipulation	Fabric manipulation	Fabric manipulation	
	Installation	Installation	Installation	Installation	Installation	
	Fibre art	Fibre art	Fibre art	Fibre art	Fibre art	



	Textile sculpture Digital textile design	Textile sculpture Digital textile design	Textile sculpture Digital textile design	Textile sculpture Digital textile design	Textile sculpture Digital textile design	
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Extended Learning Opportunities for Key Stage 5

Guest Speakers:

- Arrangements are made for guest speakers, such as art historians, curators, or professional artists/designers or people with specialised craft experience to give talks or demonstrations. This provides students with diverse perspectives and insights into the art world.

Creative workshops.

- We encourage our sixth form students to enhance their independent creative skills to sign up to free art workshops

<https://www.thecreativedimension.org/workshops/>



Possible Extended Learning Opportunities for the future.

Artistic Workshops

- Inviting local textile artists or art professionals to conduct workshops on specific techniques or styles.
- Explore different mediums such as weaving, knitting, leatherwork, weaving, beading or crochet.
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Field Trips

- Visit art museums, galleries, or cultural institutions to expose students to diverse art forms and historical contexts.
- Visit current collections in places like Harrods where there are couture brands.
- Explore outdoor locations for inspiration, such as botanical gardens, parks, or historical sites.

Curriculum
Impact



The textiles curriculum plays a pivotal role in shaping the educational experience for students at various stages, from Key Stage 3, to GCSE and A level in secondary schools. The impact of this curriculum extends beyond the classroom, influencing students' personal development, career choices, and fostering a lifelong passion for the subject.

Key Stage 3

At KS3, the textiles curriculum serves as a foundation, introducing students to the formal elements of art through textiles, enlightening their passion for creativity, teaching knowledge and skills that will help benefit them through their educational journey. The textiles curriculum at Fulston Manor establishes a diverse range of artistic techniques, mediums, cultures and concepts. It encourages creative thinking, problem-solving, and the development of essential skills such as observation and communication. Exposure to various textile techniques and methods enhances cultural awareness and provides a holistic understanding of the role of art and textiles in society. By exploring different textile styles and movements, students develop their unique artistic voice and gain confidence in expressing themselves.

GCSE

As students progress to GCSE level, the textiles curriculum becomes more specialised, allowing them to delve deeper into specific areas of interest. This stage not only refines technical skills but also emphasises critical analysis and contextual understanding. Students are encouraged to develop a personal portfolio, showcasing their creative journey and demonstrating a mastery of techniques. The curriculum at this level plays a crucial role in preparing students for further education or entry into the creative industries by nurturing a strong foundation and a genuine passion for the subject.

A Level

A Level textile curriculum represents the pinnacle of secondary school creative education. It challenges students to engage with complex concepts, experiment with advanced techniques, and develop a sophisticated creative identity. The emphasis on independent research and critical thinking prepares them for higher education and professional pursuits. The curriculum at this level not only hones technical skills but also encourages students to explore the cultural, historical, and contemporary aspects of textiles, fostering a well-rounded understanding of the discipline.

Impact on Students



The textiles curriculum has a profound impact on students by instilling a lifelong appreciation for creativity and aesthetics. Through hands-on experiences, they learn perseverance, resilience, and the value of iterative processes – skills applicable not only in textiles, but across various domains. The curriculum nurtures a sense of curiosity, encouraging students to explore diverse perspectives and continuously expand their creative horizons.

Career Development

The curriculum acts as a springboard for careers in the creative industries. By providing a comprehensive skill set and fostering a passion for creativity, students are well-equipped to pursue further education in textiles, fine arts, design, or related fields. The emphasis on critical thinking and problem-solving also prepares them for careers beyond the arts, where creativity and innovation are increasingly valued.

Lifelong Learning

The textiles curriculum lays the foundation for students to become lifelong learners in the subject. By nurturing a genuine interest and passion, students are more likely to continue exploring textiles independently, attending exhibitions, and engaging with the ever-evolving creative landscape. This lifelong learning not only enriches their personal lives but also contributes to the broader cultural and creative dialogue.

In conclusion, the textiles curriculum in secondary schools at KS3, GCSE, and A level goes beyond imparting knowledge and technical skills, it shapes individuals, ignites passion, and prepares students for a future where creativity is a valuable asset in both personal and professional realms.



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